



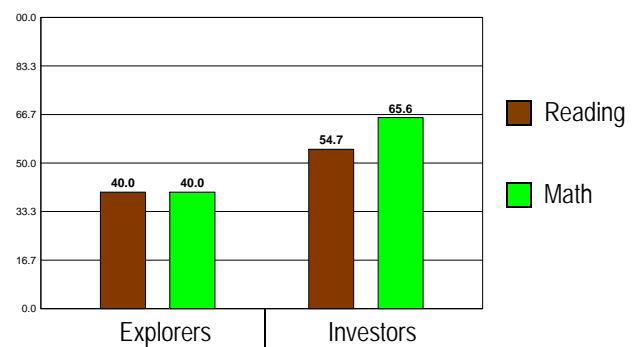
CAREER AND TECHNICAL EDUCATION



School Summary

Carl D. Perkins Career and Technical Education Act of 2006, 20 U.S.C. §§ 2301 et seq. as amended by P.L. 109-270 (Perkins IV or the Act). Section 113(c) of Perkins IV requires each eligible agency that receives an allotment under section 111 of Title I of the Act (State basic grant) to annually prepare and submit to the Secretary a report regarding the progress of the State in achieving the State adjusted levels of performance on the core indicators of performance and additional indicators of performance, including the levels of performance for special population categories described in section 3(29) of Perkins IV and other student categories described in section 1111(h)(1)(C)(i) of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act (NCLB) of 2001.

Reading and Math Performances - School Level				
	Explorers		Investors	
	Reading	Math	Reading	Math
# of Students	15	15	64	64
% of Meet/Exceed	40.0	40.0	54.7	65.6



Percentage of Annual Adjusted Level of Performance (AALP) - School Level								
	1S1 Academic Attainment - Reading	1S2 Academic Attainment - Mathematics	2S1 Technical Skill Attainment	3S1 Secondary School Completion	4S1 Student Graduation Rates	5S1 Secondary Placement	6S1 Nontraditional Participation	6S2 Nontraditional Completion
Minimum Target	36.41	36.18	45.00	85.50	--	40.50	14.85	12.60

1S1 - Academic Attainment-Reading/Language Arts (%) AALP: 36.41 (Subgroups with fewer than 10 students are not calculated.)

	All	Gender		Race						
		Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
# of Concentrators	64	43	21	54	0	9	1	0	0	0
% of Meet/Exceed	54.7	51.2	61.9	57.4						
Met AALP?	Yes	Yes		Yes						

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	1	8	36	15	0	0
% of Meet/Exceed			50.0	66.7		
Met AALP?			Yes			

1S1 is the percentage of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.

1S2 - Academic Attainment-Mathematics (%)

AALP: 36.18 (Subgroups with fewer than 10 students are not calculated.)

	All	Gender		Race						
		Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
# of Concentrators	64	43	21	54	0	9	1	0	0	0
% of Meet/Exceed	65.6	67.4	61.9	68.5						
Met AALP?	Yes	Yes		Yes						

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	1	8	36	15	0	0
% of Meet/Exceed			63.9	53.3		
Met AALP?			Yes			

1S2 is the percentage of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.

2S1 - Technical Skill Attainment (%)

AALP: 45.00 (Subgroups with fewer than 10 students are not calculated.)

	All	Gender		Race						
		Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
# of Concentrators	67	44	23	57	0	9	1	0	0	0
% of Meet/Exceed	85.1	88.6	78.3	87.7						
Met AALP?	Yes	Yes		Yes						

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	2	9	38	15	0	0
% of Meet/Exceed			86.8	86.7		
Met AALP?			Yes			

2S1 is the percentage of CTE concentrators whose WorkKeys reading and mathematics level scores or scaled scores pass certian level. Both WorkKeys reading and applied mathematics proficiency levels are greater than level 3.

3S1 - Secondary School Completion (%)

AALP: 85.50 (Subgroups with fewer than 10 students are not calculated.)

	All	Gender		Race						
		Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
# of Concentrators	67	44	23	57	0	9	1	0	0	0
% of Meet/Exceed	100.0	100.0	100.0	100.0						
Met AALP?	Yes	Yes		Yes						

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	2	9	38	15	0	0
% of Meet/Exceed			100.0	100.0		
Met AALP?			Yes			

3S1 is the percentage of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.

4S1 - Student Graduation Rates

	All	Gender		Race						
		Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
# of Concentrators										
% of Meet/Exceed	--	--	--	--	--	--	--	--	--	--
Met AALP?	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators						
% of Meet/Exceed	--	--	--	--	--	--
Met AALP?	N/A	N/A	N/A	N/A	N/A	N/A

4S1 is the percentage of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA. In current reporting year, OVAE allows taking completion rates as proxy.

5S1 - Secondary Placement (%)

AALP: 40.50 (Subgroups with fewer than 10 students are not calculated.)

	All	Gender		Race						
		Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
# of Concentrators	11	7	4	7	0	4	0		0	0
% of Meet/Exceed	18.2									
Met AALP?										

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	0	0	6	0	0	0
% of Meet/Exceed						
Met AALP?						

5S1 is the percentage of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2010 would be assessed between October 1, 2010 and December 31, 2010).

6S1 - Nontraditional Participation (%)

AALP: 14.85 (Subgroups with fewer than 10 students are not calculated.)

	All	Gender		Race						
		Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
# of Concentrators	148	100	48	116	2	29	1	0	0	0
% of Meet/Exceed	37.2	18.0	77.1	36.2		37.9				
Met AALP?	Yes	Yes	Yes	Yes						

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	6	24	148	37	0	0
% of Meet/Exceed		41.7	37.2	45.9		
Met AALP?			Yes	Yes		

6S1 is the percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.

6S2 - Nontraditional Completion (%)

AALP: 12.60 (Subgroups with fewer than 10 students are not calculated.)

	All	Gender		Race						
		Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
# of Concentrators	25	15	10	19	0	6	0	0	0	0
% of Meet/Exceed	40.0	6.7	90.0	47.4						
Met AALP?										

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	0	5	25	5	0	0
% of Meet/Exceed			40.0			
Met AALP?						

6S2 is the percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.

1S1 - Academic Attainment - Reading (Special Population)

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
<i>CIP:</i>	# of Concentrators	0	0	1	0	0	0
11.0202	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	1	2	2	5	0	0
11.0801	% Meeting or Exceeding						
<i>Business</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	0	0	1	0	0
15.0000	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	3	12	2	0	0
15.1301	% Meeting or Exceeding			58.3			
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	1	4	3	0	0
46.0000	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	0	1	0	0	0
47.0604	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	2	16	4	0	0
48.0703	% Meeting or Exceeding			62.5			
<i>Tech. Ed</i>	Met AALP?						

1S2 - Academic Attainment - Math (Special Population)

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
<i>CIP:</i>	# of Concentrators	0	0	1	0	0	0
11.0202	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	1	2	2	5	0	0
11.0801	% Meeting or Exceeding						
<i>Business</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	0	0	1	0	0
15.0000	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	3	12	2	0	0
15.1301	% Meeting or Exceeding			66.7			
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	1	4	3	0	0
46.0000	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	0	1	0	0	0
47.0604	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	2	16	4	0	0
48.0703	% Meeting or Exceeding			62.5			
<i>Tech. Ed</i>	Met AALP?						

2S1 - Technical Skill Attainment - WorkKeys (Special Population)

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
<i>CIP:</i>	# of Concentrators	0	0	1	0	0	0
11.0202	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	2	3	3	5	0	0
11.0801	% Meeting or Exceeding						
<i>Business</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	0	0	1	0	0
15.0000	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	3	13	2	0	0
15.1301	% Meeting or Exceeding			84.6			
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	1	4	3	0	0
46.0000	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	0	1	0	0	0
47.0604	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	2	16	4	0	0
48.0703	% Meeting or Exceeding			87.5			
<i>Tech. Ed</i>	Met AALP?						

3S1 - Secondary School Completion (Special Population)

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
<i>CIP:</i>	# of Concentrators	0	0	1	0	0	0
11.0202	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	2	3	3	5	0	0
11.0801	% Meeting or Exceeding						
<i>Business</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	0	0	1	0	0
15.0000	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	3	13	2	0	0
15.1301	% Meeting or Exceeding			100.0			
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	1	4	3	0	0
46.0000	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	0	1	0	0	0
47.0604	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	2	16	4	0	0
48.0703	% Meeting or Exceeding			100.0			
<i>Tech. Ed</i>	Met AALP?						

4S1 - Student Graduation Rates (Gender and Race)

All	Gender		Race						
	Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial

4S1 - Student Graduation Rates (Special Population)

Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker

5S1 - Secondary Placement (Gender and Race)

		All	Gender		Race						
			Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
<i>CIP:</i>	# of Concentrators	2	1	1	2	0	0	0		0	0
11.0801	% Meeting or Exceeding										
<i>Business</i>	Met AALP?										
<i>CIP:</i>	# of Concentrators	3	3	0	2	0	1	0		0	0
15.1301	% Meeting or Exceeding										
<i>Tech. Ed</i>	Met AALP?										
<i>CIP:</i>	# of Concentrators	1	1	0	1	0	0	0		0	0
46.0000	% Meeting or Exceeding										
<i>Tech. Ed</i>	Met AALP?										
<i>CIP:</i>	# of Concentrators	3	2	1	1	0	2	0		0	0
52.1801	% Meeting or Exceeding										
<i>Business</i>	Met AALP?										
<i>CIP:</i>	# of Concentrators	2	0	2	1	0	1	0		0	0
52.0401	% Meeting or Exceeding										
<i>Business</i>	Met AALP?										

5S1 - Secondary Placement (Special Population)

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
11.0801	% Meeting or Exceeding						
<i>Business</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	0	3	0	0	0
15.1301	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	0	1	0	0	0
46.0000	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	0	0	0	0	0
52.1801	% Meeting or Exceeding						
<i>Business</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	0	2	0	0	0
52.0401	% Meeting or Exceeding						
<i>Business</i>	Met AALP?						

6S1 - Nontraditional Participation (Special Population)

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
<i>CIP:</i>	# of Concentrators	1	0	2	1	0	0
47.0104	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	0	1	1	0	0
11.0901	% Meeting or Exceeding						
<i>Business</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	4	11	8	0	0
15.1301	% Meeting or Exceeding			100.0			
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	0	0	0	0	0
10.0303	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	0	1	0	0	0
47.0604	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	3	6	14	10	0	0
48.0501	% Meeting or Exceeding			100.0	60.0		
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	2	8	12	12	0	0
48.0703	% Meeting or Exceeding			100.0	25.0		
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	0	0	1	0	0
51.0801	% Meeting or Exceeding						
<i>HST</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	1	1	0	0	0
52.0302	% Meeting or Exceeding						
<i>Business</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	2	8	17	10	0	0
52.0401	% Meeting or Exceeding			100.0	20.0		
<i>Business</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	0	0	0	0	0
43.0107	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						

6S2 - Nontraditional Completion (Gender and Race)

		All	Gender		Race						
			Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
<i>CIP:</i>	# of Concentrators	11		6	10	0	1	0	0	0	0
15.1301	% Meeting or Exceeding	45.5			50.0						
<i>Tech. Ed</i>	Met AALP?		N/A								
<i>CIP:</i>	# of Concentrators	14		4	9	0	5	0	0	0	0
48.0703	% Meeting or Exceeding	35.7									
<i>Tech. Ed</i>	Met AALP?		N/A								

6S2 - Nontraditional Completion (Special Population)

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
<i>CIP:</i>	# of Concentrators	0	3	11	2	0	0
15.1301	% Meeting or Exceeding			45.5			
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	2	14	3	0	0
48.0703	% Meeting or Exceeding			35.7			
<i>Tech. Ed</i>	Met AALP?						

